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ABSTRACT

The Associate Diploma in Training and Development (ADTD) is one of the four qualifications provided by the Centre for Studies in Adult and Further Education (CSAFE) at the South Australian College of Advanced Education. The ADTD offers a two-year, individually negotiated program for those who work or aspire to work in the training and development field in industrial, commercial, or service organizations. The 72-credit program has four components: an initial analysis of existing competencies; four core courses in teaching methods, instructional technology, training needs analysis, and course design; a Human Resource Development Project; and elective units up to the value of 36 credits. Students may progress through the program at their own pace with advice from the Course Coordinator. Students can choose internal or external modes of study. External study makes us of telephone tutorials, audiotaped or printed lectures mailed to students, and instructional booklets. This booklet on the ADTD provides information on the CSAFE, objectives of the ADTD, entry requirements, program duration, external mode, curriculum structure, units of instruction, timetable of course offerings, study patterns, and detailed information on the courses. (AYC)

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Associate Diploma in

training and development

INFORMATION BOOKLET

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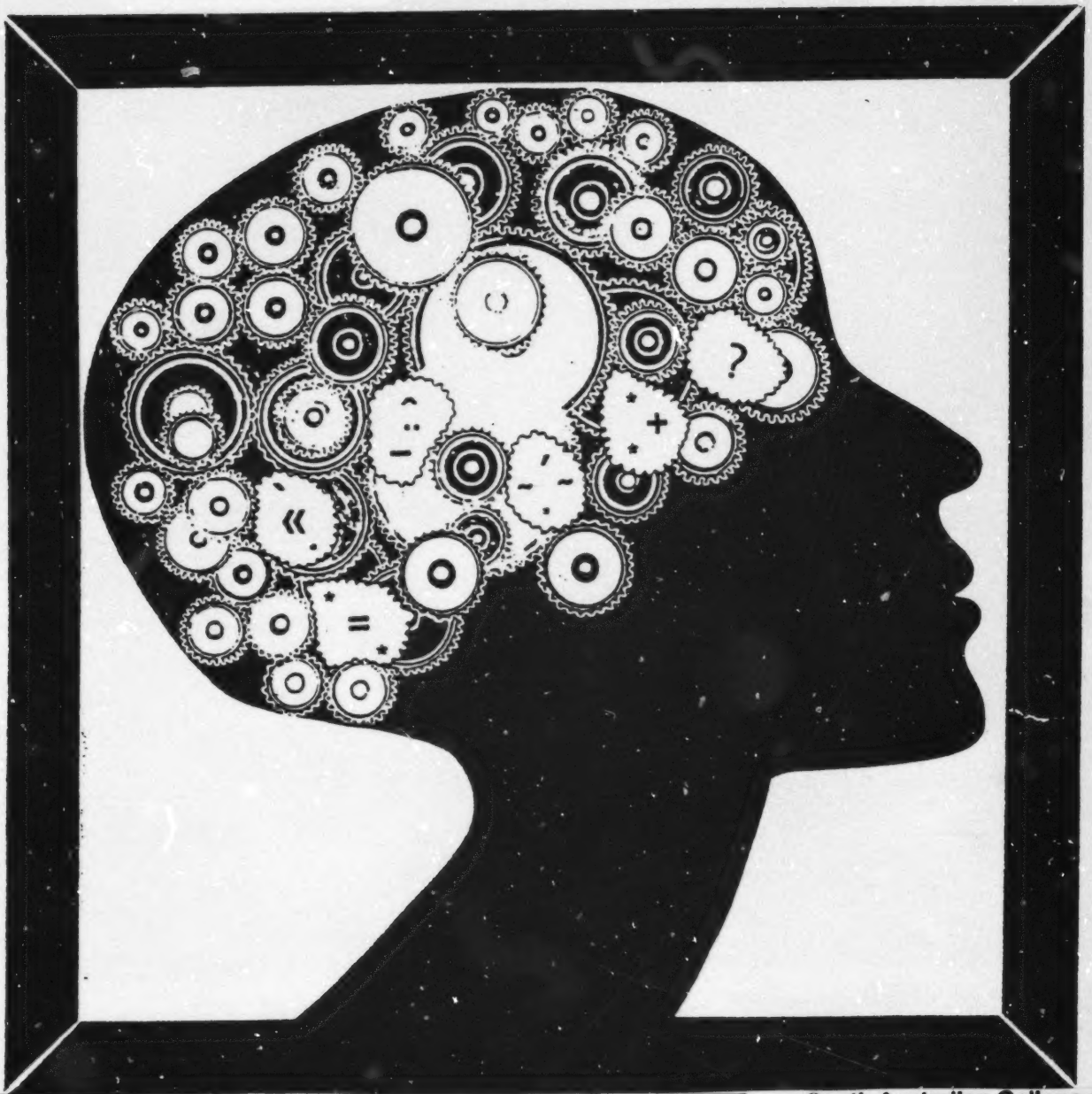

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South Australian College of Advanced Education

City/Underdale Campus

ASSOCIATE DIPLOMA IN TRAINING AND DEVELOPMENT

INFORMATION BOOKLET

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Centre for Studies in Adult and Further Education
South Australian College of Advanced Education
Underdale Campus
Holbrooks Road
UNDERDALE SA 5032

Phone (08) 352 0011

CENTRE FOR STUDIES IN ADULT AND FURTHER EDUCATION

The Centre is one of the major teaching departments within the Faculty of Education and Humanities.

The Centre provides four qualifications for those who teach or train adults.

Associate Diploma in Training and Development
Associate Diploma in Adult and Further Education
Diploma of Teaching (Further Education)
Graduate Diploma in Further Education

It also contributes to the Bachelor of Education (In-Service) course by providing within its academic content a Major and Minor Study Area.

If you have any enquiries about these courses, please direct these to the following people:

Associate Diploma in Training and Development	DR ADRIAN GEERING Extension 242
Associate Diploma in Adult and Further Education	MS DI SHEARER Extension 245
Diploma of Teaching (Further Education)	MR DAVID SNEWIN Extension 224
Graduate Diploma in Further Education	DR ROGER HARRIS Extension 246
Bachelor of Education (In-Service)	DR ROBERT SUMNER Extension 283

COURSE COORDINATOR

Dr Adrian Geering

AIMS

The Associate Diploma in Training and Development aims to offer, through individually negotiated programmes, a course sufficiently varied to promote the career development of people who work, or aspire to work, in the training and development field in industrial, commercial or service organisations.

On successful completion of the course, students will have significantly extended their capacities to:

Identify and analyse the professional role of the training and development practitioner and define major characteristics; analyse the institutional and social contexts in which that role operates.

Choose and describe a career path within the training and development sphere and analyse prior learning and experiences as they relate to the professional competencies required to perform effectively within that career path; identify needs of personal professional development, and select or construct with appropriate advice, a programme of learning and activities that will develop and strengthen professional competencies.

Analyse the training and development needs of people within various levels of employment; design, implement and manage a set of learning experiences that meet these needs; select, use effectively, and evaluate a range of instructional methods and media appropriate to the learning situation, the learner and the intended outcomes.

Apply the skills, insights and conceptual framework developed during the course to a major training and development project by identifying a problem, devising various strategies for solving the problem, implementing the strategies and testing their effectiveness, and reporting in a comprehensive and coherent way on the objectives, process and outcomes of the project.

Demonstrate and apply, as a consequence of elected studies, an appropriate level of theoretical understanding of, and professional competencies in, the particular sphere of the training and development profession chosen by the student.

Contribute to the development of a positive and supportive organisational climate within the institution, demonstrate interpersonal skills, and demonstrate leadership in extending the training and development programme within the organisation.

Devise, implement and support effective communications within the training and development context; negotiate with, advise, and report to management; publicise and promote the training and development programme.

ENTRY REQUIREMENTS

The College will accept applications from people who are twenty-one years of age or over. The completion of Year 12 studies is not required for mature age entry. Applications will be selected on the basis of their suitability for study in the training and development field. A selection interview may be required.

People who have completed Year 12 studies and are under the age of twenty-one may apply for entry. Selection will be based on suitability for study in the training and development field. A selection interview will be required.

DURATION

Two years of full-time study or its part-time equivalent.

EXTERNAL MODE

Using the telephone medium, tutorials will be conducted where lecturers will speak to groups of students in other localities if students can come to a central location.

Lecture programmes and other study material will be sent to students by mail. Generally, lectures will be audiotaped, though some will be in written form. Where assessment of performance is required, students will videotape their performance and send it in for assessment by a lecturer.

Instruction booklets will give step-by-step guides on how a student is to progress through the course.

STRUCTURE

The 72 point course has four parts as shown in the table "Summary of units offered": Part A - an initial analysis of existing competencies and areas for improvement: Part B - a core section: Part C - a project: Part D - elective units to the value of 36 points.

The 36 points of elective units must include: either ATD36 or ATD42; and at least one of ATD51, ATD54 and ATD57. Students who wish to take electives related to training and development from other subject areas within the College or other tertiary institutions should gain the approval of the Course Co-ordinator prior to enrolment. This will be given on a limited basis.

UNITS

Unit Code	Name of Unit	Pre-requisite	Point Value
PART A - COMPETENCY ANALYSIS			
ATD21	Competency Analysis for Human Resource Developers	Nil	4
PART B - CORE			
ATD63	Teaching Methods	ATD21	4
ATD66	Instructional Technology	ATD21	4
ATD69	Training Needs Analysis	ATD21	4
ATD72	Course Design	ATD69	4
PART C - PROJECT			
ATD30	Human Resource Development Project	ATD21	16
PART D - ELECTIVE UNITS			
ATD33	Evaluating Training Programmes	Nil	4
ATD36	Communication	Nil	4
ATD39	Group Dynamics	Nil	4
ATD42	Counselling and Interviewing	Nil	4
ATD45	Learning Contract	Nil	4
ATD48	Learning Theory	Nil	4
ATD51	Organisational Behaviour	Nil	4
ATD54	Psychology of Work	Nil	4
ATD57	Sociology of the Working Environment	Nil	4
ATD60	Concepts for Human Resource Developers	Nil	4

TIMETABLE

Unit Code	1984	1985	1986
ATD21	1	1	1
ATD63	1	1	1
ATD66	2	2	2
ATD69	2	2	2
ATD72	3	3	3
ATD30	1,2,3	1,2,3	1,2,3
ATD33	3	3	3
ATD36	1	1	1
ATD39	2	2	2
ATD42	3	3	3
ATD45	1	1	1
ATD48	1	1	1
ATD51	2	2	2
ATD54	2	2	2
ATD57	3	3	3
ATD60	2	2	2

This is the timetable for external units. Internal students please refer to the internal timetable which generally parallels the above.

STUDY PATTERNS

Students may progress through the course at their own pace with advice from the Course Co-ordinator. It is not expected that full-time students would study on an external basis. The expected total workload for one unit, to the value of 4 points taken over one term of ten weeks, is sixteen hours per week. This includes field work, workshop sessions, laboratory work, assignments and private study time.

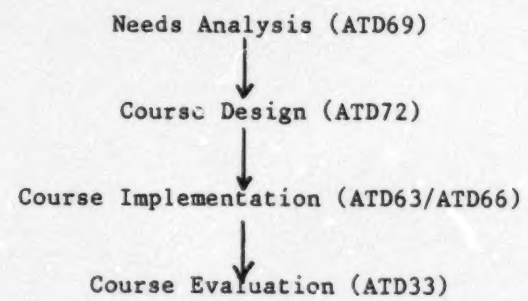
A part-time external student may study a maximum of 8 points per term or minimum of 4 points per term. This means that you should have the following time available for study.

4 points or 16 hours/week

8 points or 32 hours/week

The pattern of study for an external student is individually planned and approved as part of the assignment work in the first study unit ATD21: Competency Analysis for Human Resource Developers. However, as most students take ATD21, ATD69 and ATD72 in their first year, new students should enrol in the unit ATD21 (Term 1), ATD69: Training Needs Analysis (Term 2) and ATD72: Course Design (Term 3). If students want to carry on additional 4 points in Terms 1, 2 and 3 they should also enrol in one elective for each term (chosen from the list presented). Modifications to this enrolment based on application for status and exemption during ATD21, will be made at the completion of ATD21. Generally, status will only be given for previous work done in a similar unit at an Associate Diploma level or above. Partial exemption may be given for experience gained at training courses, workshops, etc.

It is suggested that you should follow the training loop and complete these units first, i.e.



Once the subjects have been completed, it gives you a basis for doing the HRD Project which should generally be left until later in the course. Electives may be taken in conjunction with the core subjects in any order and according to timetable availability.

TWO YEAR PROGRAMME FULL-TIME

Year 1	Term 1	ATD21	2 Electives	
	Term 2	ATD69	2 Electives	
	Term 3	ATD72	2 Electives	
Year 2	Term 1	ATD30	ATD63	Elective
	Term 2	ATD30	ATD66	Elective
	Term 3	ATD30	ATD33	

THREE YEAR PROGRAMME FULL-TIME

Year 1	Term 1	ATD21	Elective
	Term 2	ATS69	Elective
	Term 3	ATD72	Elective
Year 2	Term 1	ATD63	Elective
	Term 2	ATD66	Elective
	Term 3	ATD33	Elective
Year 3	Term 1	ATD30	Elective
	Term 2	ATD30	Elective
	Term 3	ATD30	

FOUR YEAR PROGRAMME PART-TIME

Year 1	Term 1	ATD21	
	Term 2	ATD69	Elective
	Term 3	ATD72	Elective
Year 2	Term 1	ATD63	
	Term 2	ATD66	
	Term 3	ATD33	Elective
Year 3	Term 1	Elective	Elective
	Term 2	Elective	Elective
	Term 3	Elective	Elective
Year 4	Term 1	ATD30	
	Term 2	ATD30	
	Term 3	ATD30	

There are many different variations. You could also write a 5 year or 6 year programme.

UNIT DETAILS

ATD21 - COMPETENCY ANALYSIS FOR HUMAN RESOURCE DEVELOPERS (TERM 1)

No pre-requisite

This unit aims to enable students to: examine their present and future roles in human resource development; define their career paths; identify their present knowledge, skills and attitudes relevant to human resource development; analyse the knowledge, skills and attitudes which need further development to meet their career paths; make choices and plan a sequence of studies to match their career development plans.

Content includes: an overview of the training and development function and activities including an introduction to the concepts of human resource development; an analysis of the training practitioner's role in human resource development with particular emphasis on the student's current responsibilities in the field; methods of self-analysis and evaluation of one's life experiences, particularly those related to career and learning needs; techniques to write and present an autobiography, curriculum vitae and a portfolio summarising the career plans for an individual; systematic approaches to analysing, identifying, ordering and writing career and learning goals and objectives.

Assessment:	The Role of Human Resource Developer	40%
	Study plan proposal for course	30%
	A paper on a question related to the text	30%

Text: Poulter B.: Training and Development, Sydney: CCH 1982

Co-ordinator: Dr Adrian Geering, Underdale, telephone 352 0011

ATD63 - TEACHING METHODS (TERM 1)

Pre-requisite: ATD21 Competency Analysis for Human Resource Developers

The unit aims to develop mastery in the professional skills required in planning and implementing the training process. It introduces the development of performance objectives, the waiting of session plans, the selection, preparation and use of instructional materials, and use of audio visual equipment. Students will also develop and demonstrate presentation techniques, including introducing and summarizing training sessions.

Assessment: Demonstration of mastery of specific training skills in the actual and simulated teaching situation, using criterion referenced assessment.

EXTERNAL STUDENT

Evidence of mastery of teaching skills may be submitted on videotapes supported by a written report.

Co-ordinators: Mr. Brian Haines INTERNAL Underdale, ph:3520011
Mr. David Snewin EXTERNAL Underdale, ph:3520011

LEARNING MATERIALS

Performanced - Based Teacher Education Modules

ATD66 - INSTRUCTIONAL TECHNOLOGY (TERM 2)

Pre-requisite: ATD21 Competency Analysis for Human Resource Developers

The unit aims to extend the teaching competencies developed in the unit Teaching Methods, and inparticular develop competencies in the use of instructional media. Students will develop and demonstrate the instructional skills in at least 3 presentations.

Assessment: Demonstration of mastery of specific training skills in the actual and simulated teaching situation using criterion referenced assessment.

EXTERNAL STUDENTS

Evidence of mastery of skills may be submitted on video supported by a written report.

Co-ordinators: Mr. Brian Haines INTERNAL Underdale, ph:3520011
Mr. David Snewin EXTERNAL Underdale, ph:3520011

LEARNING MATERIALS

Performanced - Based Teacher Education Modules.

ATD69 - TRAINING NEEDS ANALYSIS (TERM 2)

Pre-requisite: ATD21 Competency Analysis for Human Resource Developers

Topics in training needs analysis relate to the definition of training needs, models of needs analysis and methods of data collection. During the unit, students will demonstrate the skills necessary to design and carry out a needs analysis project in their employment setting.

Assessment:		
	Theoretical aspects of needs analysis	25%
	Three exercises on specified needs analysis methods	75%

Texts:

Boydell, J.H.: A Guide to Identification of Training Needs London: British Association for Commercial and Industrial Education 1976

Mager R.F.: Analysing Performance Problems, Belmont, California: Fearon Publishers 1970

Nadler L. : Designing Training Programs The Critical Events Model, Reading, Mass: Addison Wesley 1982

Co-ordinator: Dr John Gurr, Underdale, telephone 352 0011

ATD72 - COURSE DESIGN (TERM 3)

Pre-requisite: ATD69 Training Needs Analysis

This unit includes a consideration of course design models identifying and setting programme objectives, applying adult learning theory and instructional principles to development of content, material and selecting of resources, and use of various methods to evaluate training programmes. Students will be required to use the training needs identified in ATD69 as a basis for designing a course using the skills obtained during the unit.

Assessment:		
	One course design project	100%

Texts:

Mager R.F.: Preparing Instructional Objectives, Belmont, California: Pitman 1975

Nadler L.: Designing Training Programs The Critical Events Model, Reading, Mass: Addison Wesley 1982

Co-ordinator: Dr Adrian Geering, Underdale, telephone 352 0011

ATD30 - HUMAN RESOURCE DEVELOPMENT PROJECT

Pre-requisite: ATD21 Competency Analysis for Human Resource Developers

When offered: the unit, which spans three terms, begins in Term 1 and will be completed at the end of Term 3.

The unit aims to encourage the student to contribute to the knowledge and materials available to training and development practitioners through the completion of an investigation project, and to develop skills in investigation and reporting.

The unit requires an investigation of a human resource management or development problem of particular importance or interest to the student (where appropriate, the selection of the topic is also made on the basis of the human resource management needs of the student's employer). Before undertaking the project, the student is asked to complete a series of exercises culminating in the choice of a topic. The student then submits a planning document which outlines the benefits of the project and how it will proceed. The project is then carried out according to the schedule as submitted, subject to any modifications agreed to by the student and the student's supervisor.

Assessment: Students submit a report and other related material after the project has been completed and this forms the basis of assessment for this unit.

Co-ordinator: Mr Paul Malone, Underdale, telephone 325 0011

ATD33 - EVALUATING TRAINING PROGRAMMES (TERM 3)

No pre-requisite

The unit aims to examine the application of models of evaluation to training situations and develop basic skills in the design of a variety of evaluation instruments.

Topics include: models of evaluation; planning and reporting of evaluation projects; designing evaluation instruments terminology used in evaluation.

Assessment:	A critique of an evaluation report	50%
	Discrete evaluation exercise	50%

Co-ordinator: Dr Roger Monk, Underdale, telephone 352 0011

ATD36 - COMMUNICATION (TERM 1)

No pre-requisite.

The unit aims to develop knowledge and skills in human communication, and to apply the principles of communication in the human resource development context.

The unit examines the basic principles underlying human communication and the theory and application of the following communication skills; listening skills, non-verbal communication skills, interpersonal communication skills, public speaking techniques, group discussion techniques, report writing, counselling interviewing techniques, effective use of telecommuncation facilities, and business communications.

These skills will be taught in the context of assisting students to develop effective communication skills for use in training and development, and management situations.

Assessment:	One case study on communication principles	50%
	One project on the development of communication skills	50%

Text: Taylor, A: Communicating, Englewood Cliffs, NJ: Prentice Hall 1983.

Co-ordinator: Mr. Roger Monk, Underdale, telephone 352 0011

ATD39 - GROUP DYNAMICS (TERM 2)

No pre-requisite

The unit aims to: develop students' knowledge and understanding of selected aspects of group dynamics; provide students with a variety of structured experiences to amplify the theoretical information presented; develop basic skills in group dynamics.

Content will include: group characteristics - models of group development, nature of effective groups, task functions and maintenance functions, group cohesion and norms, problem-solving, decision-making, group goals; group leadership and membership roles and functions - styles of leadership, shared leadership functions, conflict resolution, confrontation and power in groups, application to committees and management groups; communication in groups - verbal, non-verbal and organisational, hidden agendas, consensus seeking, team-building, application to committees, work team and staff groups; group dynamcis and the training process - the training group, planning for training, study of ongoing group behaviour, using planning situations and relating the training to job experiences.

Emphasis will be placed on direct experience and people participation in group processes.

Assessment: Project applying group dynamics to work situation 60%
Essay 40%

Texts: Johnson, D.W. and Johnson, F.P. Joining Together, second edition, Englewood Cliffs, N.J.: Prentice Hall
Shaw M.E.: Group Dynamics, third edition, NY: McGraw Hill 1981

Co-ordinator: Ms. Yve Repin, Underdale, telephone 352 0011

ATD42 - COUNSELLING AND INTERVIEWING (TERM 3)

No pre-requisite

The unit aims to enable human resource development practitioners to learn and practise basic skills of counselling and interviewing that pertain to their work situation.

Students will be introduced to the principles and practices of intervewing and counselling. Particular attention will be paid to the application of these principles and practices in people's work situations. The following topics will be covered:

Interviewing: nature of the employment interview; how to structure the interview; how to give information in an interview.

Effective listening skills: recording information in an interview; analysis, interpretation and reporting of the results of an interview; evaluating the effectiveness of the interview method.

Counselling: self knowledge and its influence on the counselling situation; advice and information giving; intervention and helping techniques; directive and non-directive counselling techniques; working to decision and commitment; follow- up strategies; recording and confidentiality.

Assessment:	One written assignment	70%
	One written analysis of a taped interview	30%

Texts: Counselling & Interviewing

EGAN G. The Skills Helper 2nd Edition California, Brookes/Cole Publishing Company 1982.

EGAN G. Exercises in Helping Skills 2nd Edition California, Brookes/Cole Publishing Company 1975.

LOPEZ F.M Personnel Interviewing 2nd Edition New York, Mc Graw Hill 1975.

Co-ordinator: Mr. David Lane, Underdale, telephone 352 0011

ATD45 - LEARNING CONTRACT (TERM 1 OR 3)

No pre-requisite

The unit aims to meet the needs of adult learners who want to follow, through independent study, a particular interest which falls within the scope of the course.

Adult learners undertake to study in depth an area not covered by other study units within the College. The study will relate directly to human resource development within the Australian context. Examples of study areas include: the marketing of training programmes; the administration of government training support schemes; personnel needs and planning; training scheme cost-benefit analysis, presentation of self in learning situations submit a learning contract proposal for approval by the Unit Co-ordinator. Keep logs charting daily progress in their contracts.

Students take up a learning contract only once during their course.

Assessment: Contract 60% : Logs 40%

Co-ordinator: Mr. David Lane, Underdale, telephone 352 0011

ATD48 - LEARNING THEORY (TERM 1)

No pre-requisite

The aim of this unit is to enable participants to develop and apply a person theory of: the way in which learning takes place; the main factors in the learning process, and the relative contribution of these factors in the learning process.

The unit covers the main theories of learning and the various factors that reserach has demonstrated to affect the learning process. The unit puts particular emphais on the characteristics of the adult with respect to learning and the design of teaching strategies that accommodate these. The emphasis is on the integration of learning theory with training and development practice. Thus, while the principles of the psychology of learning will be thoroughly examined, it is expected that participants will be thoroughly examined, it is expected that participants will find practical ways of testing their theories and thus actively expand and develop their own ideas on learning.

Assessment:	Essay or report	50%
	Seminar paper	30%
	Specified workshop projects	20%

Text: Curzon L.B.: Teaching in Further Education, an outline of principles and practice, second edition, London: Cassell 1980

Co-ordinator: Mr Paul Malone, Underdale, telephone 352 0011

ATD51 - ORGANISATIONAL BEHAVIOUR (TERM 2)

No pre-requisite

The unit aims to: introduce students to a range of organisational theories which attempt to explain the nature of both individual and group behaviour in formally-structured settings; examine the inter-relationships between people, tasks, goals and technology within the organisational milieu.

Topics exploring types of organisational relationships include: managerial assumptions about people; types of groups in organisations; goals of organisations; perceptions of the organisation's aims; values, attitudes, attitude measurement, overcoming resistance to change, the relationship between job satisfaction and performance.

Assessment: One article review 25%; an assignment which relates organisational theory to the perons's work setting, 75%

Texts: Milton C.R., Entrekin L., Stening B.W. Organizational Behaviour in Australia Prentice Hall Australia 1984.

Patrickson M., (ed) Readings in Organizational Behaviour Techsearch Australia 1983.

Co-ordinator: Mr. David Lane, Underdale, telephone 352 0011

ATD54 - PSYCHOLOGY OF WORK (TERM 2)

No pre-requisite

The unit aims to examine the principles underlying the relationship between psychology and work, and the application of these principles to training and development.

Content includes: basic principles, practices and problems in the psychology of work; techniques tools and tactics employed by industrial psychologists; personnel psychology, testing evaluation training; a study of the relationship between psychology and the work environment, including the topics of safety accidents, drug effects, disadvantaged or minority group behaviour.

Students will work on module activities which exemplify the inter-relationships between psychology and work.

Assessment:	One assignment	70%
	One analysis of an industrial problem	30%

Co-ordinator: Ms. Yve Repin, Underdale, telephone 352 0011

ATD57 - SOCIOLOGY OF THE WORKING ENVIRONEMT (TERM 3)

No pre-requisite

The unit aims to extend the student's knowledge of those sociological aspects of the working environment which affect the interrelationship between: work and domestic life; and technological change and work.

Students will be introduced to a number of topics relating to the work situation and involving different theoretical approaches. Topics will include: the definition of work; the development of employment relations in Australia; wages, profits and the conditions of labour; explanations for industrial conflict, the role of the State in influencing wages and working conditions; the interrelationship between work and domestic life and the impact of technological change on labour.

Assessment: Two essays each 50%

Co-ordinator: Mr John Moorhouse, Underdale, telephone 352 0011

ATD60 - CONCEPTS FOR HUMAN RESOURCE DEVELOPERS (TERM 2)

No pre-requisite

The unit aims to develop basic skills used in philosophical analysis and to use the basic skills to examine the concept of human resource development and associated industrial concepts.

The unit will examine the philosophical analysis of the following concepts and topics: the nature of human resource development; its components - training, education and development; the activities and processes which constitute human resource development; the role necessary for the performance of human resource development functions.

The value aspects of human resource development in terms of the needs of the individual versus those of the organisations, the human resource developer's role and professional values, and the 'models of human nature' underlying human resource development concepts will also be explored.

Assessment A model and essay 50%. An essay 50%

Text: Nadler L.: Developing Human Resources, second edition, Austin, Texas: Learning Concepts 1979

Co-ordinator: Dr. John Gurr, Underdale, 3520011